



Robert Smalls Middle School

43 W. K. Alston Rd.
Beaufort, SC 29906

Grades	6-8 Middle School	
Enrollment	470 Students	
Principal	Denise R. Smith	843-322-2500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

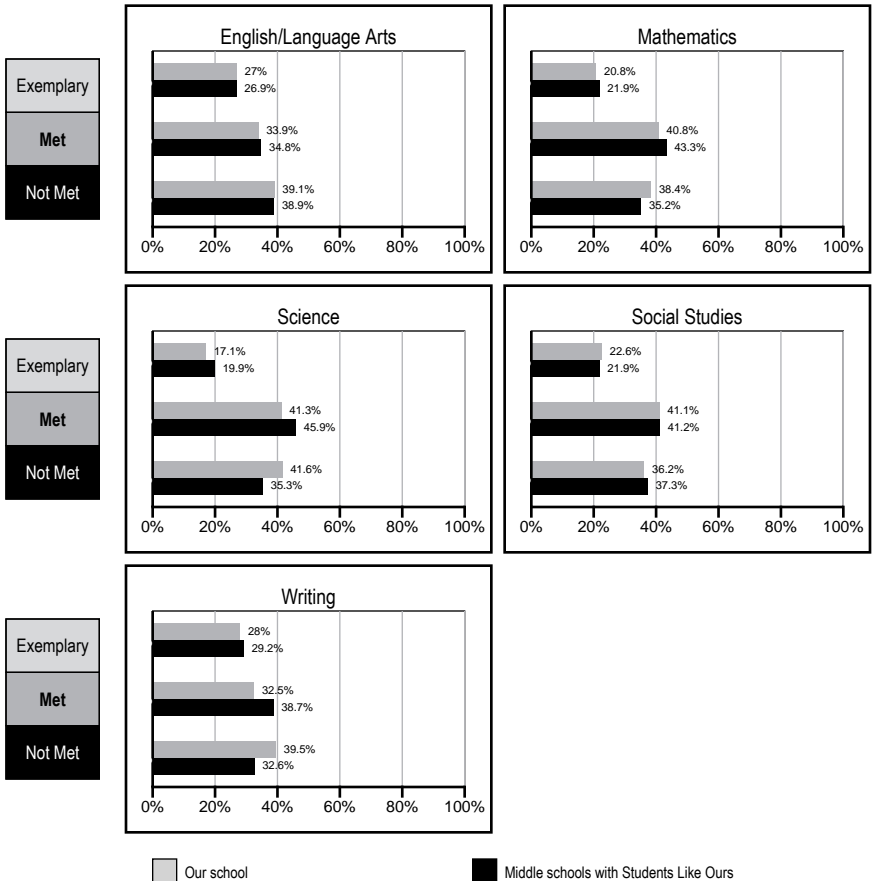
92.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	44	7	3

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.0%	95.5%
English 1	25.0%	91.6%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	87.0%	95.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=470)				
Students enrolled in high school credit courses (grades 7 & 8)	44.8%	Up from 17.1%	19.6%	22.9%
Retention rate	1.7%	Up from 0.2%	1.0%	0.8%
Attendance rate	96.6%	Down from 97.0%	95.9%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.7%	Up from 3.5%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	56.8%	Up from 51.2%	60.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	68.3%	Down from 68.5%	85.0%	86.7%
Teacher attendance rate	94.1%	Down from 95.4%	94.8%	95.2%
Average teacher salary*	\$48,189	Up 2.1%	\$45,650	\$46,422
Professional development days/teacher	16.0 days	Up from 15.5 days	10.6 days	10.0 days
School				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 17.3 to 1	22.4 to 1	22.0 to 1
Prime instructional time	87.8%	Down from 90.1%	89.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.7%	Up from 83.8%	98.4%	98.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,760	Up 8.7%	\$7,398	\$7,245
Percent of expenditures for instruction**	61.6%	Up from 61.1%	62.5%	63.1%
Percent of expenditures for teacher salaries**	57.3%	Down from 59.0%	59.0%	60.9%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The focus throughout the school year was on improving student achievement in all content areas. Although our 2011 PASS scores resulted in the school receiving an average absolute report card rating, the staff recognized that higher achievement gains must be the goal for the year. The teaching staff, administration and SIC members worked collaboratively using MAP scores and PASS scores to develop a comprehensive plan to address the academic needs of all students. This team effort resulted in the following achievements: State Palmetto Silver Achievement Award, State TAP School recognition for closing the achievement gap with an overall 4 student gain score out of a possible 5, 4 South Carolina Junior Scholars, 3 Duke TIP Scholars, and successfully implementing the Safe School Ambassador Program. RSMS was awarded a million dollar GEAR UP grant to insure that this year's seventh graders have an eighty percent or higher graduation rate from high school. Our band and strings students attended adjudicated festivals and received excellent ratings. We had six students winning individual honors. Students and staff raised \$3700 to assist a former hall monitor to receive a kidney transplant.

Throughout the year, teachers have worked to integrate problem solving, reasoning and, critical thinking into all curricular areas. All students were involved in improving their reading comprehension skills of rigorous, non-fiction text. Students were engaged in learning in all curricular areas that had real-world focus while being based on South Carolina Curriculum Standards. ELA and math teachers attended training on the implementation of the Common Core State Standards that will be in place for the coming school year. Technology was used to support these curricular areas and to provide opportunities for students to integrate it into their learning, making their educational program more meaningful and relevant.

Our 2011 PASS Test scores were much improved from 2010. Our school had a state report card rating of Average and an Improvement rating of Average. Students participated in taking MAP tests, which assess students' strengths and weaknesses that are then addressed through our instructional program. Students needing additional academic assistance attended 15 extra school days in the Extended Learning Days Program. There were 28 students who concluded the 2011-2012 school year by attending a Technology Camp in June where they built robots, rockets, and solar cars.

As we look forward to 2012-2013 year, our SIC and PTO have set a goal to increase parent involvement in the school. We will welcome 5th graders to RSMS and encourage parents of all students to get involved in their child's education program which will result in making RSMS the best school ever!

Denise R. Smith, Principal

Melina Lee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	151	29
Percent satisfied with learning environment	47.5%	67.6%	77.8%
Percent satisfied with social and physical environment	55.0%	76.5%	75.9%
Percent satisfied with school-home relations	52.5%	87.9%	72.4%

* Only students at the highest middle school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	74.0
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Robert Smalls Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.6%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 6-8

All Students	630.4	631.7	614.1	620.2	99.8	99.4
Male	624.5	630.8	613.9	618.2	99.6	98.8
Female	637.2	632.9	614.3	622.6	100.0	100.0
White	647.6	644.9	635.7	634.2	99.4	98.8
African American	617.8	622.0	598.3	609.8	100.0	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	578.3	587.0	563.6	576.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	622.1	626.3	606.6	612.0	100.0	99.4
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	148	100	37.7	37.7	24.6	62.3
	7	170	98.8	38.4	32.9	28.7	61.6
	8	146	99.3	34.8	37	28.1	65.2
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	165	100	39.7	28.5	31.8	60.3
	7	132	100	35.7	35.7	28.7	64.3
	8	168	99.4	40	38.1	21.9	60
Mathematics							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	148	100	34.1	47.8	18.1	65.9
	7	170	98.8	38.4	42.7	18.9	61.6
	8	146	98.6	32.6	55.6	11.9	67.4
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	165	99.4	31.3	41.3	27.3	68.7
	7	132	100	33.9	47.8	18.3	66.1
	8	168	98.8	47.4	36.4	16.2	52.6
Science							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	74	94.6	46.9	51.6	1.6	53.1
	7	170	98.8	42.7	42.7	14.6	57.3
	8	70	100	39.4	45.5	15.2	60.6
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	100	50	43.6	6.4	50
	7	132	99.2	35.1	42.1	22.8	64.9
	8	84	98.8	42.3	37.2	20.5	57.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	74	94.6	24.2	60.6	15.2	75.8
	7	169	98.8	43.6	32.5	23.9	56.4
	8	74	100	23.2	42	34.8	76.8
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	32	48	20	68
	7	132	99.2	32.5	40.4	27.2	67.5
	8	84	96.4	43.2	37.8	18.9	56.8

Writing

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	145	98.6	33.6	43.3	23.1	66.4
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	173	99.4	39.5	32.5	28	60.5

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